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ABSTRACT

This document outlines a plan of action intended to upgrade instructional programs for Hawaii's public school students. The plan involves three phases. Phase I (1976-1977) was intended to determine desired educational outcomes and assess current programs and the curriculum management system. During Phase II (1977-1978), proposals for program improvements and educational measurement techniques were to be developed on the basis of information gathered in the first phase. Phase III (1978-1981) focuses on the translation of the proposals generated in the second phase into specific activities for the implementation of instructional improvements. (Author/PGD)

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Framework for DOE Curriculum Improvement 1976-1981

Office of Instructional Services/General Education Branch □ Department of Education □ State of Hawaii
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FOREWORD

The Framework for DOE Curriculum Improvement outlines an orderly and systematic plan of action to upgrade instructional programs for the students in Hawaii's public schools.

Although this plan is intended to serve primarily as a working document to guide the activities of the Office of Instructional Services, the various components involve all levels of the school system. Therefore, it is important that all should clearly understand the total framework which integrates and directs our efforts toward a common goal.

Reactions and suggestions for better coordination of activities and systematic management of the curriculum are invited and welcome at all times, for like a rainbow, the goal of improving education is never reached but always shines ahead.

Charles G. Clark

Charles G. Clark

Superintendent of Education

JAN 2 6 1981

I. BACKGROUND

The Department of Education is committed in 1976 to the timely completion of planned educational improvement. The curriculum represents one of the major areas for the improvement of education. Although the goal of improving education has been with us through the years, the following plan identifies critical curriculum improvement actions for the State over the next six-year period.

The Legislative Auditor in 1973 pointed out the problem of fragmented and uncoordinated assessment and curriculum improvement efforts. This framework includes considerations for responding to the criticism of the Legislative Auditor through plans for curriculum improvement activities concurrent with efforts to strengthen the Department's curriculum management system.

II. OVERVIEW

A. GENERAL NATURE OF THE PROBLEM

Schools mirror the society in which they exist. Since our society is multicultural and pluralistic in nature, the schools are expected to accommodate a myriad of concerns and even conflicting points of view.

In order to account to their many publics, schools must be clear regarding their responsibilities. Among these is the responsibility of clarifying educational expectations and initiating improvement efforts on a timely basis. Because of the multicultural and pluralistic nature of the community being served by schools, this task can be a formidable one.

B. GOAL

To upgrade curriculum and curriculum-related areas.

C. ASSUMPTIONS

The effectiveness of an improved curriculum or program is to be judged by the degree to which it:

1. Recognizes and accommodates individual differences of the learner within a changing environment;
2. Embodies the element of flexibility to fit the uniqueness of each school community or setting;
3. Incorporates improvement procedures and strategies of significant utility for each level of the Department;

4. Translates the commitments and goals of the Department of Education into viable action plans; and

5. Reflects the best current and future teaching-learning environments.

D. GENERAL OBJECTIVES

1. To develop statements of desired outcomes based on the Foundation Program Objectives;

2. To develop means and procedures by which the achievement of desired outcomes are to be evaluated and certified;

3. To improve the design and operation of instructional programs to insure individual student attainment of the desired outcomes;

4. To improve the curriculum management system and procedures in order to facilitate continuous adaptation and improvement of ongoing educational programs.

III. GENERAL DESCRIPTION OF PLAN

A. PHASES

This overall plan addresses each of the general objectives in three phases. The major tasks of each phase are best described by the following broad questions:

1. Phase I (1976-1977)
   a. What are the desired outcomes for students in the public schools?
   b. How has achievement of these outcomes been measured to assist students and to improve programs?
   c. Do our programs address these desired outcomes?
   d. Has the curriculum management system resulted in improved programs at the State, district and/or school levels?
2. Phase II (1977-1978)
   a. For each desired outcome, what should students be able to do (demonstrate, perform) to indicate achievement of the outcome? Of these expected performances, which are essential for graduation?
   b. How can the achievement of essential competencies be evaluated (measured) and certified?
   c. What program improvements are necessary to insure students attainment of essential competencies before graduation?

d. How can the curriculum management system be improved?

3. Phase III (1978-1981)

a. Under what conditions, to what degree, by whom, and when is each performance expectation to be attained?

b. What are ways of measuring attainment of each expectation?

c. What are the instructional programs and strategies needed to develop identified competencies in students and to intervene on a timely basis to assist students exhibiting difficulties in attaining these competencies?

d. How can the State, district and school levels be assisted in implementing and maintaining the curriculum improvement process?

B. GUIDELINES FOR TASK DEVELOPMENT

The activities and tasks for each of the phases are to be developed with consideration of the following guidelines for change:

1. Linkage with Available Information

Accomplishment of tasks should be based on adequate information, whether routinely available or newly acquired.

2. Improvement as Changed Behavior

The ultimate end of curriculum improvement is to achieve positive changes in learners. To reach this objective, the behavior of those who work with and for students must also undergo change.

Desired behavioral changes can be stimulated by consultation and involvement to secure individual commitment; clarification of roles and responsibilities; control of the demands for change made on individuals at a given time; and support to individuals throughout the change process.

3. Incremental Change

Change processes within the Department must be orderly. The integrity of existing programs and their present organization are to be recognized, and revitalization on a step-by-step basis is recommended.

4. Communication, Consultation and Involvement

Successful change must include communication, consultation, and involvement of those concerned -- student, teacher, administrator, parents and other members of the community.

5. Utilizing Personnel Expertise to the Fullest

Within a large organization, many types of expertise among personnel are represented. To achieve goals, it is desirable to capitalize on whatever specialties are available. Identifying and maximizing use of the special talents, expertise and points of view of staff members throughout the Department are to be emphasized.

6. Fully Utilizing External Resources

Agencies outside of the Department must be used as much as possible to derive the greatest benefit to students. Utilization

of colleges and universities, community resources, research and and development centers, professional organizations and other agencies and specialized resources outside of the Department is recommended.

7. Accountability

The Department must answer to many publics. To be accountable, it must accept responsibility for planning, conducting and evaluating educational activities sytematically and responsibly, and disclosing its results to the public.

C. EVALUATION

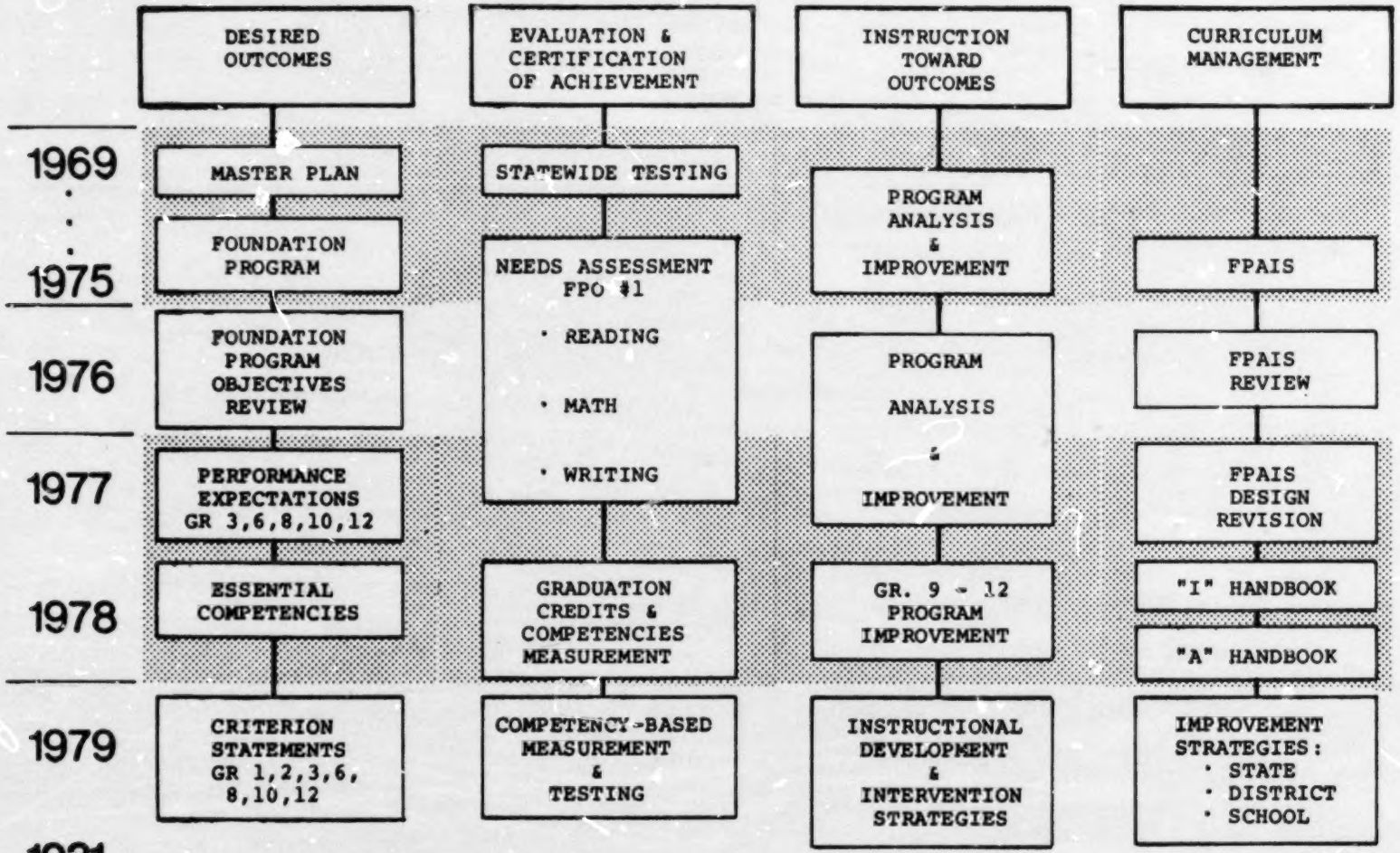
Process and product evaluation plans will be designed and conducted, with emphasis on Phases II and III.

D. SCOPE AND SEQUENCE

Improvement activities projected for the next six-years are expected to be completed systematically, with due regard to scope and sequence. The following table illustrates the scope and sequence of curriculum improvement efforts planned for completion during the next six-year period.

TABLE 1

CURRICULUM IMPROVEMENT
scope and sequence



IV. PHASE PLANS

A. PHASE I (1976-1977)

1. Questions to be Addressed

   a. What are the desired outcomes for students in the public schools?

   b. Do our programs address these desired outcomes?

   c. How has achievement of these outcomes been measured to assist students and to improve programs?

   d. Has the curriculum management system resulted in improved programs at the State, district and/or school levels?

2. Assumptions

   a. Schools are one of the few institutions that reflect the more common bonds and values of society. The schools must encompass some basic and shared commitments if they are to serve adequately all of the children of all of the people.

   b. Schools can be effective when goals are clear. When goals are not defined clearly, conflicts arise. Schools must move beyond the conflict situation to provide leadership for the community so that the purposes and priorities of the community are defined.

3. Objectives

   a. To review:

      1) Objectives of the Foundation Program;
      2) Instructional Programs;

3) Assessment and Testing Programs and Plans;
4) Foundation Program Assessment and Improvement System (FPAIS)

b. To identify specific improvement activities to meet priority needs.

4. Major Issues

a. Emphasis on development of basic skills vs. total child.

b. Centralized or decentralized program development.

c. Uniform standards vs. varied individual teacher standards.

5. Major Tasks

The activities of this phase have been organized into four major tasks: Review of testing activities, review of Foundation Program Objectives, analysis of the Foundation Program Assessment and Improvement System (FPAIS), and analysis of all other programs and services. These tasks and the reporting network relating to their completion are shown in Table 2. The projected timetable for completion is shown in Table 3.

6. Projected Cost

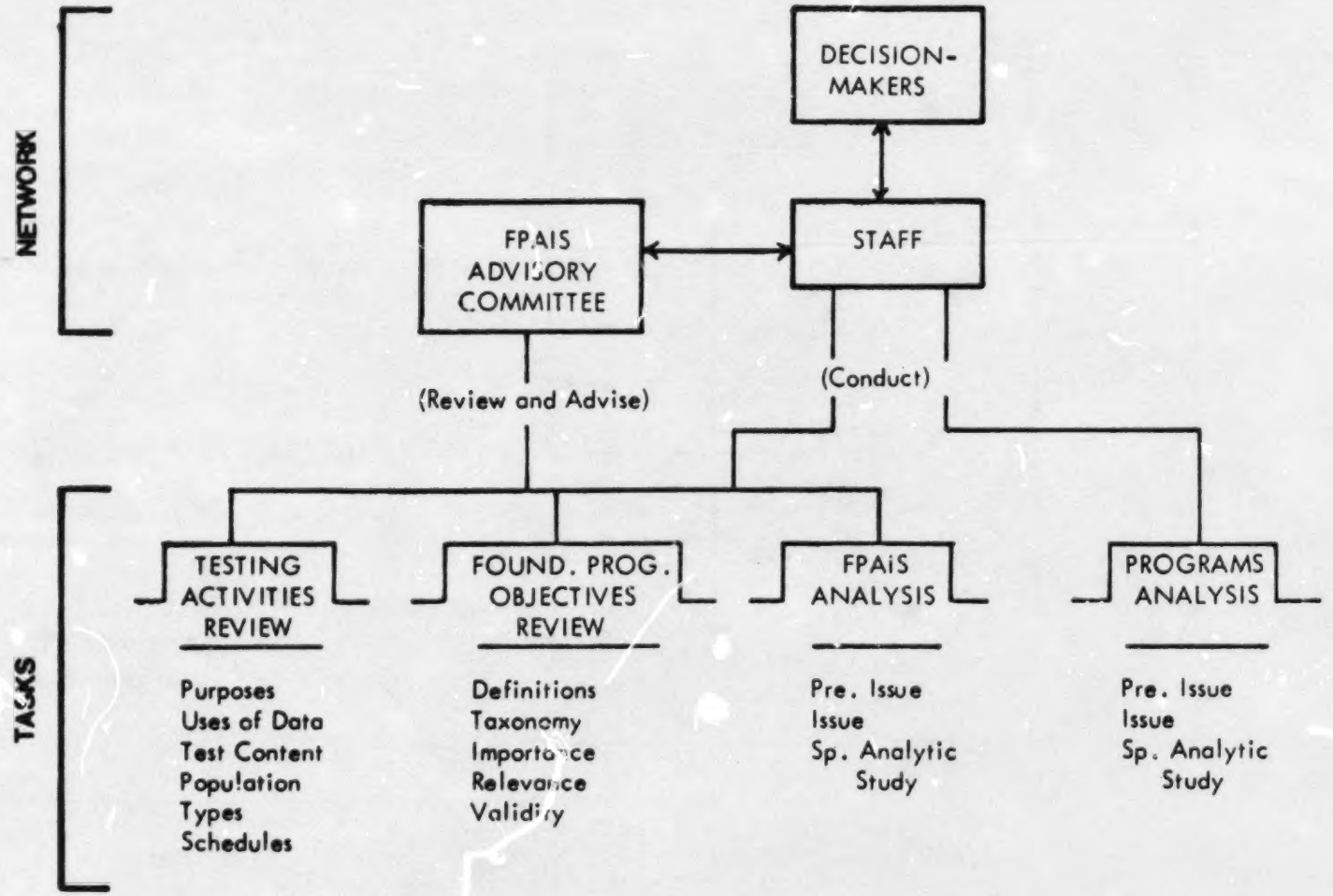
Printing of reports	$1,000

7. Evaluation

The evaluation of Phase I will consist of determining the degree to which recommendations made for improvement are accepted and implemented successfully.

TABLE 2

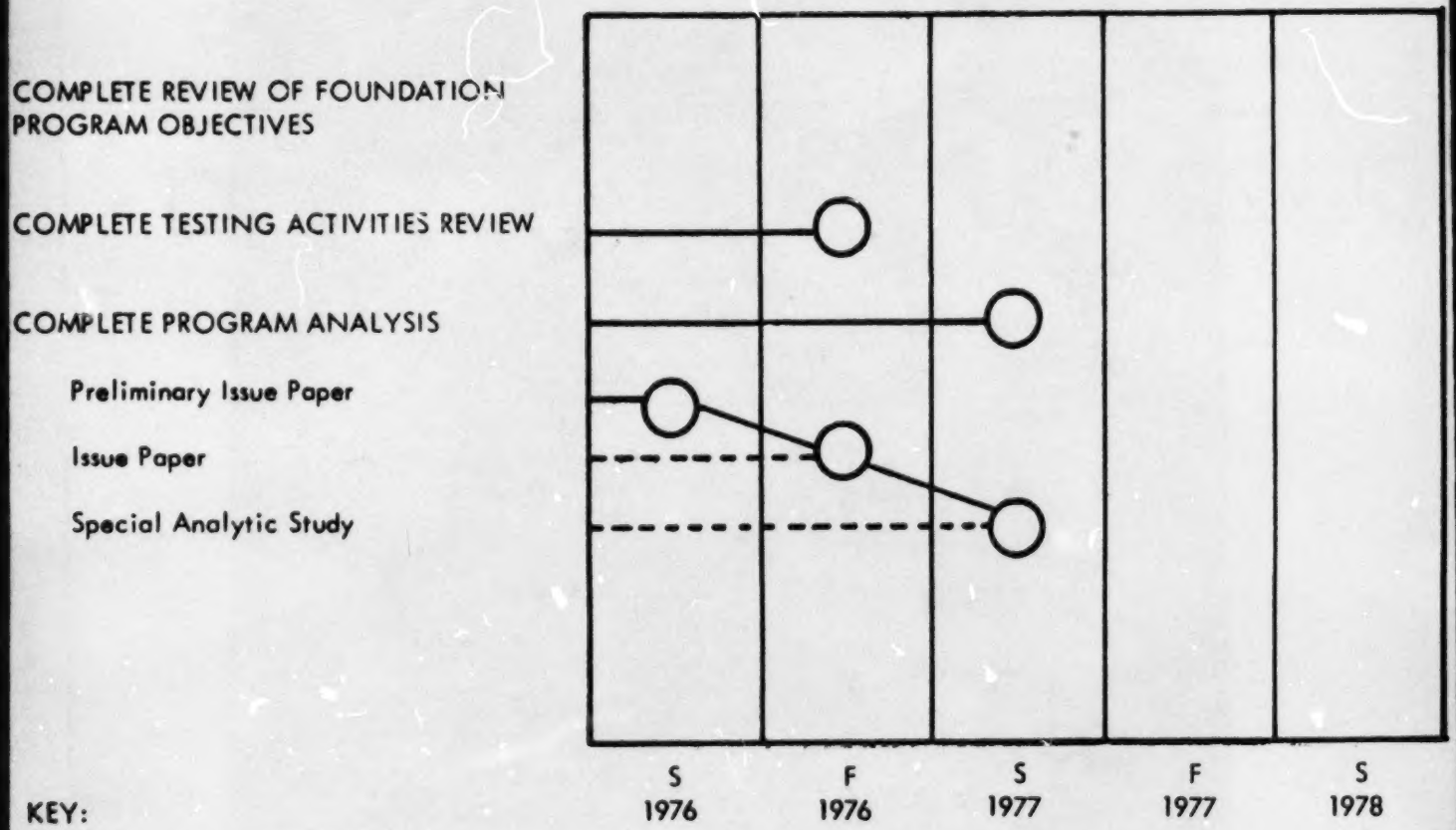
PHASE I REPORTING NETWORK & MAJOR TASKS



FPAIS - Foundation Program Assessment and Improvement System

TABLE 3

PHASE I TIME TABLE



KEY:
S = Spring
F = Fall

B. PHASE II (1977-78)

1. Questions to be Addressed

a. For each desired outcome, what should students be able to do (demonstrate, perform) to indicate achievement of the outcome? Of these, which are essential for graduation?

b. What program improvements are necessary to insure student attainment of essential competencies before graduation?

c. How can the achievement of essential competencies be evaluated (measured) and certified?

d. How can the curriculum management system be improved?

2. Assumptions

a. Certification of graduation from high school serves a number of functions. The diploma gives parents a sense of pride and progress. It furnishes employers and college officials with an indication of the student's maturity and achievement. It renews the commitment of teachers and administrators. And for the youth, it represents a feeling of accomplishment which gives confidence to entering adulthood. In addition, the diploma should provide some assurance to the State that a new generation is equipped to assume the responsibilities of citizenship.

b. A high school diploma should be distinctive, representing an accomplishment independent of other factors. It should

stand alone on its own merits, possess an integrity in and of itself consisting of verified attributes of the graduate's:

1) ability to read, write, and compute with specified proficiency;

2) acquaintanceship with the American experience including an understanding of the process and structure of democratic governance;

3) successful completion of a series of courses and/or planned learning experiences.

3. Objectives

a. To develop a continuum of performance expectations and to identify those which are essential for graduation.

b. To recommend programs, alternative programs, and requirements for graduation to insure appropriate instruction, evaluation and certification of competencies.

c. To improve the curriculum management system.

4. Major Issues

a. Performance expectations for each grade vs. for identified developmental stages.

b. Area(s) for which essential competencies are to be required (Basic skills only, life skills, etc.)

c. Legal ramifications

d. Issues on Testing

1) How to measure competencies?

2) For what purposes/uses?

3) When to measure?

4) How high a cut off?

5) Who should be tested?

5. Major Tasks

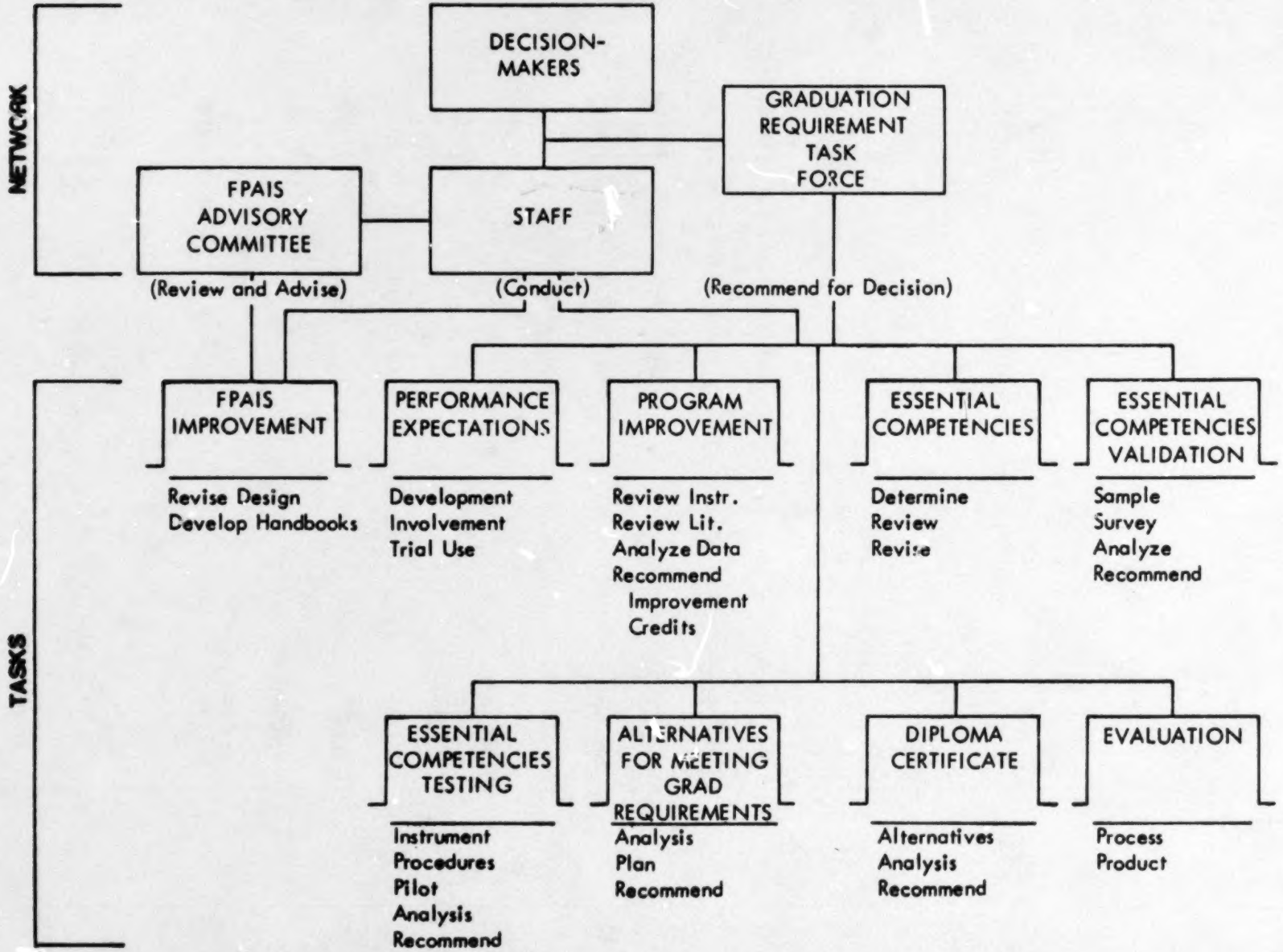
The major tasks of Phase II include conducting research, surveying, analyzing alternatives and issues, developing and pilot-testing products and processes before recommendations are determined. The approach emphasizes community involvement through task force and advisory committee activities concurrent with the Department's staff activities. The reporting network and major tasks are reflected in Table 4. The projected timetable for completion of key tasks is presented as Table 5.

6. Projected Costs

Performance Expectations Development	$15,000
Printing	15,000
Test Development	30,000
Public Survey	1,000
	$61,000

PHASE II
REPORTING NETWORK & MAJOR TASKS

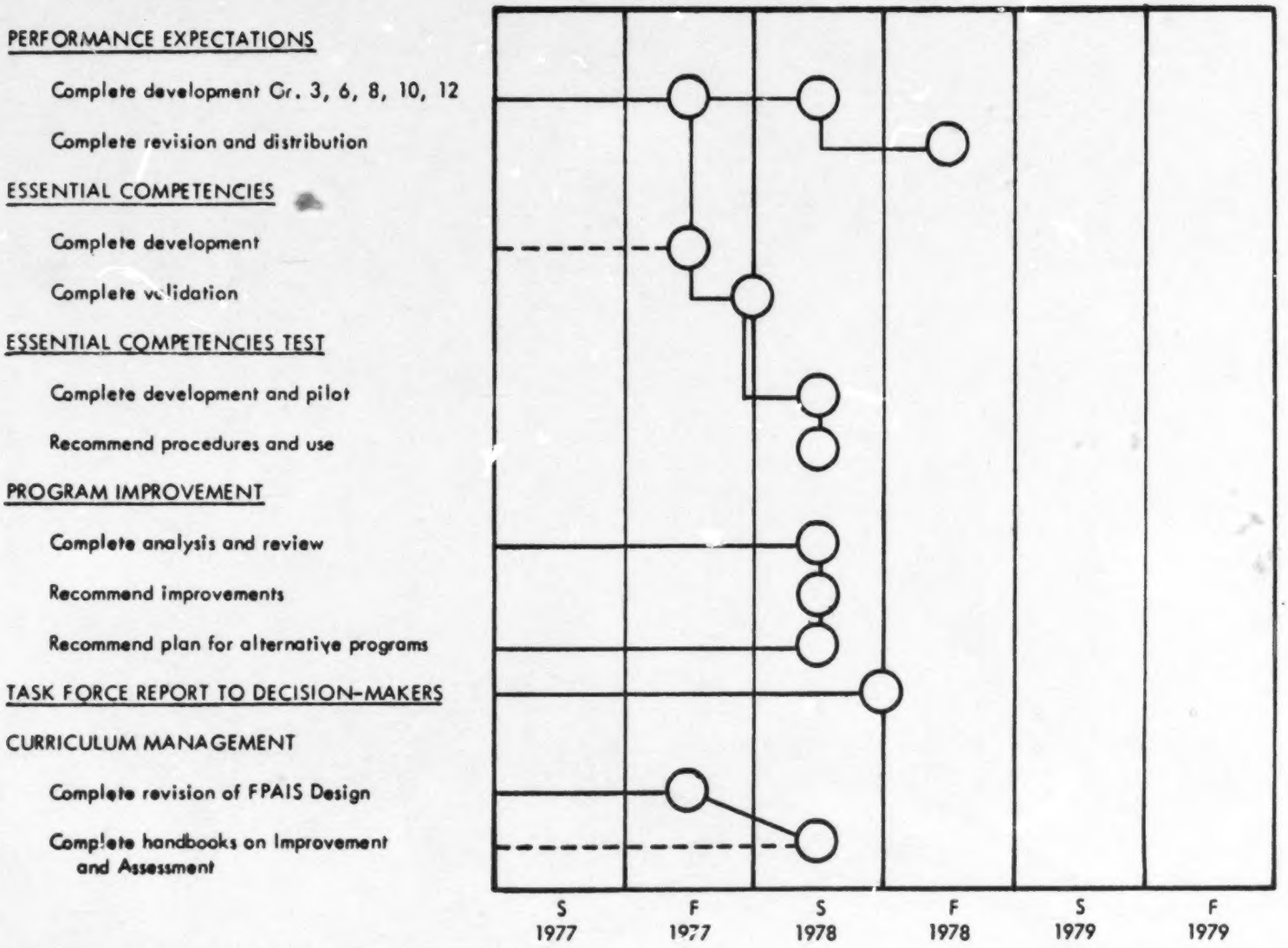
TABLE 4



FPAIS – Foundation Program Assessment and Improvement System

TABLE 5

PHASE II TIME TABLE



FPAIS - Foundation Program Assessment and Improvement System

C. Phase III (1978-1981)

1. Questions to be Addressed

a. Under what conditions, to what degree, by whom and when is each performance expectation to be attained?

b. What are the instructional programs and strategies needed to develop identified competencies in students and to intervene on a timely basis to assist students exhibiting difficulties in attaining these competencies?

c. What are ways of measuring attainment of each expectation?

d. How can the State, district and school levels be assisted in implementing and maintaining the curriculum improvement process?

2. Assumptions

a. The schools should begin to place a new focus on the total instructional design so that the best options are available for learning within a broad context. This designing function should include thoughtful attention to the nature, needs, and learning styles of students.

b. The aim of education is to nourish the unique talent of each individual while at the same time developing common attitudes and competencies among persons sufficient to function in society. Many skills can be measured by tests of competency. Complex behaviors, however, are more difficult to gauge. For these areas, the measurement of outputs may well be done through documentation of planned experience.

3. Objectives

a. To translate expectations into criterion statements for benchmark grades and to determine procedures to measure their attainment.

b. To develop an instructional plan for developmental and intervention strategies and for alternative programs needed to assist students achieve desired outcomes.

c. To develop materials and staff expertise for the implementation of instructional and program improvement strategies.

4. Major Issues

a. Appropriate application of Promotion-Intervention and Retention-Intervention concepts.

b. Capability to intervene and provide special assistance based on needs of students and teachers, and available resources and facilities.

c. Competency-based measurement issues

1) Appropriate means to measure competency (paper and pencil tests, school products and performances, simulated performances, actual performances).

2) Standards or levels for judging performance and determining "passing."

5. Major Tasks

Phase III tasks primarily seek to facilitate the completion and implementation of the total K-12 curriculum improvement effort

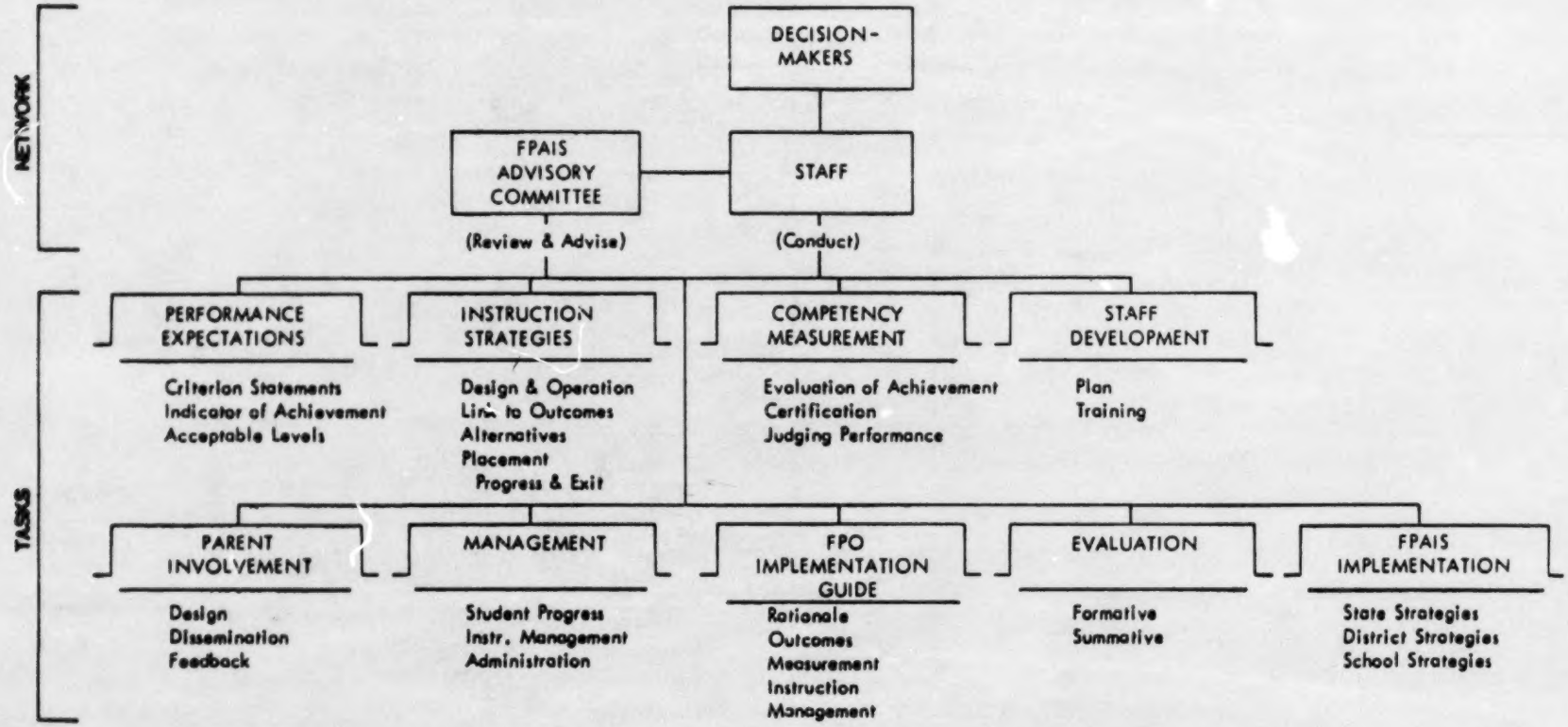
in order to assist students in attaining the desired outcomes of the Foundation Program. Results of the prior two phases are to be pursued by staff with additional research, analysis, development, and piloting activities. The major tasks and reporting network are found in Table 6 and the projected timetable in Table 7.

6. Projected Costs

Materials	$ 1,700
Printing	19,000
Travel	7,400
In-Service	275,000
Measurement Development	150,000
Consultants	3,500
Data Processing	10,000
Intervention/Instruction	520,000
Evaluation	30,000
Essential Competencies Test Printing & Processing	26,000
	$1,042,600

TABLE 6

PHASE III
REPORTING NETWORK & MAJOR TASKS

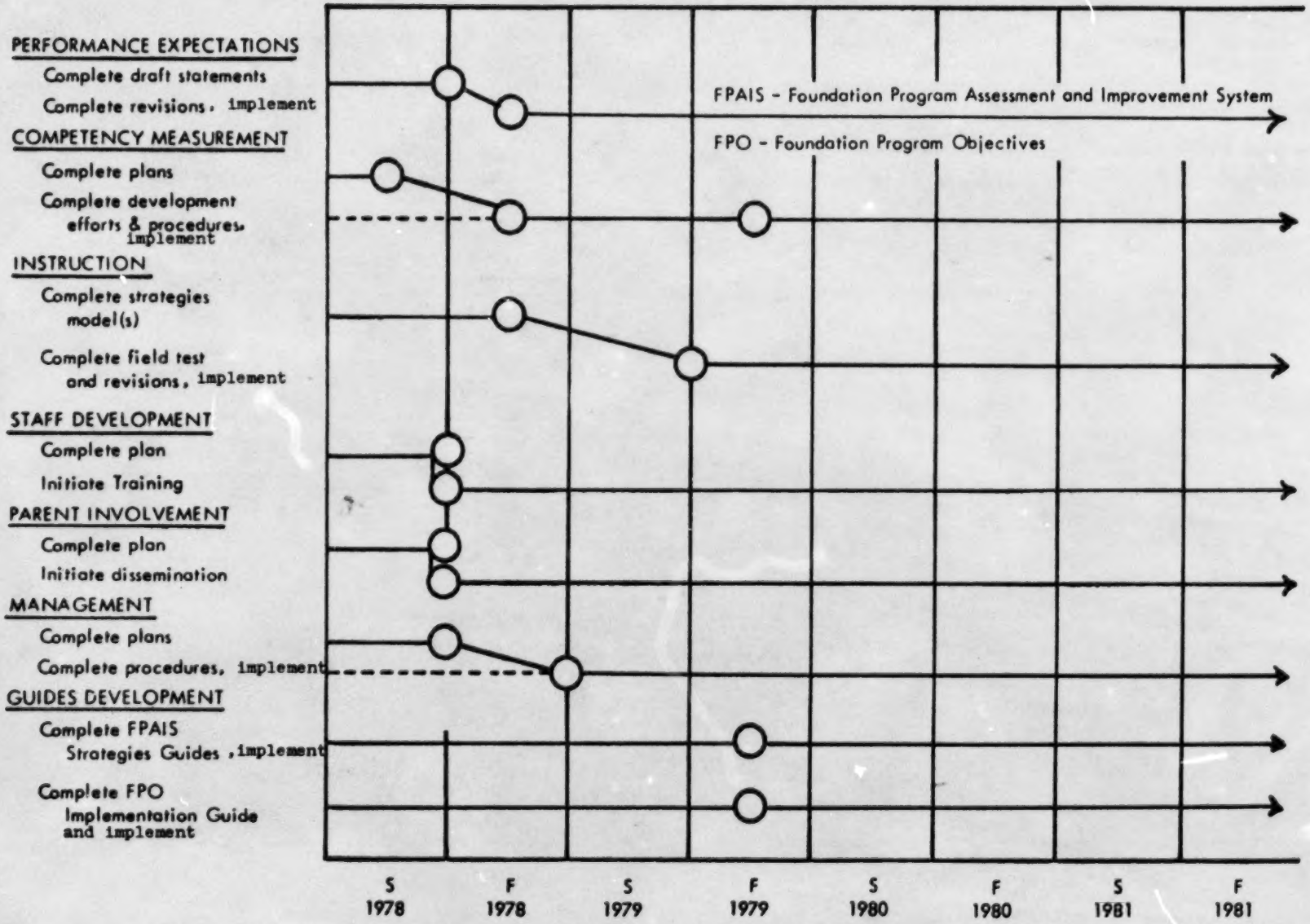


FPAIS - Foundation Program Assessment and Improvement System

FPO - Foundation Program Objectives

TABLE 7

PHASE III TIME TABLE



GLOSSARY

Alternatives for meeting Graduation Requirements - Other ways of assisting students in meeting graduation requirements for those not able to meet the requirements through regular means.

Assessment - Any procedure for gathering information or measuring achievement of objectives or competencies.

Certification - The process of assuring with certainty the meeting of a given standard.

Competency - The ability to apply knowledge or skill in a given situation.

Criterion-Referenced Measurement - The assessment of student performance in terms of standards of achievement specified in behavioral terms.

Criterion Statement - A statement of the end result, products, or condition desired.

Essential Competency - A basic standard of proficiency considered to be necessary in order for the student to function and cope with life as an effective and contributing member of society.

Foundation Program - The basic, flexible learning program for students as described in The Foundation Program for Public Education in Hawaii. It consists of four major parts: (a) The Academic Program, (b) The Guidance Program and Counseling Services, (c) The Student Activities Program, (d) The Administrative and Support Services Program.

Foundation Program Objectives - The 8 overarching objectives of the Foundation Program as documented in The Foundation Program for the Public Schools in Hawaii (1971). The Foundation Program objectives include: (a) Basic Skills, (b) Positive Self-Concept, (c) Decision-Making Skills, (d) Independence in learning, (e) Physical and Emotional Health, (f) Career Development, (g) Beliefs and Values, and (h) Aesthetic Sensitivity and Creativity.

Foundation Program Assessment & Improvement System (FPAIS) - The Department of Education's comprehensive curriculum management system, consisting of an Assessment Component and an Improvement Component. The aim of the system is to coordinate and relate assessments to systematic efforts to improve the Foundation Program.

Evaluation - The process of delineating, obtaining, and providing useful information for judging the worth, merit, or effectiveness of a program, activity, person, or entity.

Instruction - The process of creating or making available experiences which facilitate learning.

Intervention instruction - The process of assessing learners to diagnose needs and modifying instruction or the curriculum to accommodate learner needs.

Measurement - A process for collecting the data on which evaluative judgments will be made.

Needs Assessment - The assessment approach popularized by the National assessment of Educational Progress (NAEP). The approach focuses on identifying gaps between where the learner is and where he is expected to be.

Norm-Referenced Measurement - The assessment of learner performance in a given area in relation to that of some norm or reference group.

Performance Expectation - A statement of an important competency which specifies a demonstrable behavior requiring the application of knowledge, skill or attitude by the students.

Test - An examination to measure ability, achievement, interest, or other traits.

Testing - The administering of an examination to measure ability, achievement, interest, or other traits.

Validation of Essential Competencies - Obtaining public agreement on the Essential Competencies using scientific sampling procedures.